DOCUMENT RESUME

ED 351 554 CE 062 419

AUTHOR	Moore, Richard W.; Smith, Edward J.
TITLE	Measuring Outcomes: A Follow-Up of Minnesota Private Career School Students.
INSTITUTION	Training Research Corp., Northridge, CA.
SPONS AGENCY	Minnesota Association of Private Postsecondary Schools.; Minnesota Higher Education Coordinating Board, St. Paul.
PUB DATE	6 Oct 92
NOTE	183p.
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	Business Education; Cosmetology; Dropouts; *Employment Patterns; *Graduate Surveys; Institutional Evaluation; Job Placement; Job Satisfaction; *Participant Satisfaction; Postsecondary Education; *Private Schools; School Holding Power; Student Attrition; Technical Education; Trade and Industrial Education; *Vocational Education; *Vocational Followup
IDENTIFIERS	Minnesota Assn Private Postsecondary Schools

ABSTRACT

In Phase I of a study, all students (n=4,488) enrolled in schools in the Minnesota Association of Private Postsecondary Schools (MAPPS) completed a quality assessment instrument to evaluate their school. In Phase II, a sample of 2,000 students who completed the initial assessment were followed up to measure completion, placement, and student satisfaction. The response rate was 40.2 percent. Findings indicated two-thirds of all students had completed their program; completers were more likely to work full time, find jobs related to training, and receive additional training on-the-job and in the classroom; and completers and noncompleters reported relatively low wages. Noncompleters reported lower levels of satisfaction; completers reported much higher levels of satisfaction. Students appeared dissatisfied not with the instructional program but with other school services such as admissions and financial aid. Cosmetology students were most likely to complete the program and find full-time employment. Business students had the lowest completion rate and highest noncompletion rate; they included the largest group of students who remained in school. Eighty percent of cosmetology students and 75 percent of trade/technical students would recommend their school compared to 57 percent of business students. (Appendixes include 11 references; frequencies for all students; norms for business, trade/technical, and cosmetology students; and questionnaire.) (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED351554

Measuring Outcomes:
A Follow-Up of Minnesota Private Career School Students

By:
Richard W. Moore and Edward J. Smith
Training Research Corporation

Sponsored By:
Minnesota Association of Private Postsecondary Schools

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

October 6, 1992

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
L. Moore
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Partially Funded By:
Minnesota Higher Education Coordinating Board

BEST COPY AVAILABLE

Measuring Outcomes:
A Follow-Up of Minnesota Private Career School Students

By:
Richard W. Moore and Edward J. Smith
Training Research Corporation
9249 Reseda Boulevard, Suite 105
Northridge, California 91324
(818) 407-0288

Sponsored By:
Minnesota Association of
Private Postsecondary Schools

October 6, 1992

Partially Funded By:

Minnesota Higher Education Coordinating Board

ACKNOWLEDGEMENTS

This study has been a joint effort of the Minnesota Association of Private Postsecondary Schools, Training Research Corporation and the Minnesota Higher Education Coordinating Board. It is the product of many people's effort. The authors would like to thank the MAPPS Board of Directors and the students and staff of the MAPPS' schools that participated in the study.

We would particularly like to thank Dave Krogseng, Executive Director of MAPPS, who initiated the study and provided assistance throughout, and Leslie Mercer of the Minnesota Higher Education Coordinating Board for her support. Finally, we would like to thank Cindy Cordova for her editorial help and input in producing the final report.

TABLE OF CONTENTS

Executive Summary ii

Section I: Introduction 1

Section II: Methods and Reports 3

Section III: Results 7

Section IV: Conclusions 26

References 30

Appendix A: Frequencies for All Students

Appendix B: Business Student Norms

Appendix C: Trade/Technical Student Norms

Appendix D: Cosmetology Student Norms

Appendix E: Questionnaire

EXECUTIVE SUMMARY

Background

In 1987 the Minnesota Legislature committed itself to improving quality assessment in higher education by establishing the Task Force on Postsecondary Quality Assessment. As part of its work the Task Force funded pilot quality assessment projects in each system of higher education. This report presents the results of the second phase of the pilot project for the private career school system. The project was sponsored by the Minnesota Association of Private Postsecondary Schools (MAPPS).

The Task Force on Postsecondary Quality Assessment set two goals for quality assessment: (1) to improve teaching, and (2) to improve accountability to citizens, students and policy makers (Minnesota Higher Education Coordinating Board, 1989). To achieve these goals in the private career school system MAPPS joined with Training Research Corporation (TRC), a nonprofit research institute in Northridge, California. Working with MAPPS, TRC designed a two-phase Quality Assessment Project. In Phase I all students enrolled in MAPPS' schools completed a quality assessment instrument to evaluate their school. In Phase II a sample of the students who completed the initial assessment were followed up to measure completion, placement and student satisfaction.

This report presents the state-wide results of Phase II of the project.

Conclusions

Completing and Dropping Out

Completion rates for Minnesota students compare favorably with national statistics. Two-thirds of all students had completed their program by the time of the follow-up. If only students who left school are considered the placement rate is 81%. This compares with national figures of about 60%.

Completers appeared to be more successful in the labor market than non-completers on several measures. Completers were more likely to work full-time and less likely to work part-time than non-completers. Completers were more likely to find jobs related to training and more likely to receive additional training both on-the-job and in the classroom.

Conversely completers were more likely than non-completers to report that they experienced some unemployment. Non-completers were more likely to report that they had received a pay raise or been promoted. This may be because they had been out in the labor market longer than completers.

Both groups reported relatively low wages, with half the students earning $1,224 per month or less.

Student Satisfaction 1990

Compared to the in-school survey, students report lower levels of satisfaction, although when asked if they would recommend the school to a friend, the majority said yes. Decreased student satisfaction fits with other research that shows student satisfaction declines the longer students are enrolled.

Not surprising, students who completed reported much higher levels of satisfaction than non-completers. Seventy-three percent of completers reported that they would recommend their school to a friend compared to only 47% of non-completers.

The source of dissatisfaction did not appear to be the instructional program, which still received relatively high ratings. Rather, students appeared to be dissatisfied with other school services such as admissions and financial aid. One area that had particularly low levels of satisfaction was placement services, particularly "job leads" and "placement counseling", where less than 40% of the students reported they were satisfied. This is particularly troubling since a schools' reputation for job training was a major reason many students choose their school. These data suggests that schools are raising expectations for placement that are not being met, although it is important to note that most program completers find employment and rate their jobs as highly related to their training. The dissatisfaction reported here may reflect some increased difficulty students encountered finding jobs during recessionary economic conditions.

An analysis of satisfied and dissatisfied students found that dissatisfied students tended to be younger and had come to their school directly out of high school. Conversely, satisfied students tended to be older and more likely to have attended another post-secondary institution. These differences indicated that older student may have different, perhaps more realistic, expectations than younger students.

Differences Among School Types

This analysis revealed several important differences among the business,

trade/technical and cosmetology schools. Cosmetology students were most likely to complete and find full-time employment. Cosmetology students were also the most likely to report that they had received additional training. It is important to note, however, that the sample of cosmetology students was small and came from only a few schools, and it may not be representative of the many cosmetology schools that did not participate in the project.

Business students had the lowest completion rate, the highest non-completion rate and contained the largest group of students who remained in school. Once in the labor market they were the least likely to work full-time and the most likely to work part-time or be self-employed. Business students were less likely than other groups to report that they had received additional training and more likely to report that they had experienced some unemployment. In part, this pattern for business students may be due to the fact that over 20% were still enrolled at the time of the survey.

Patterns for trade technical students fell between the cosmetology and business students on most of these measures.

Differences between types of schools on student satisfaction were dramatic. Eighty percent of cosmetology students and 75% of trade/technical schools would recommend their school to a friend, compared to only 57% of business students. These differences may reflect differences in the outcome measures. Cosmetology students who would most likely find full-time employment were also most likely to report they would recommend their school to a friend. Conversely, business students, who were least likely to find full-time jobs and most likely to still be enrolled, were least likely to report they would recommend their school to a friend. Responses of trade/technical students once again fell between these two groups.

I. INTRODUCTION

Background

In 1987 the Minnesota State Legislature committed itself to improving quality assessment in higher education by establishing the Task Force on Postsecondary Quality Assessment. As part of its work, the Task Force funded pilot quality assessment projects in each system of higher education. This report presents the results of the second phase of the pilot project for the private career school system. The project was sponsored by the Minnesota Association of Private Postsecondary Schools (MAPPS).

The Task Force on Postsecondary Quality Assessment set two goals for quality assessment: (1) improvement of teaching, and (2) accountability to citizens, students and policy makers (Minnesota Higher Education Coordinating Board, 1989). To achieve these goals in the private career school system, MAPPS joined with Training Research Corporation (TRC), a nonprofit research institute in Northridge, California. Working with MAPPS, TRC designed a two-phase Quality Assessment Project. In Phase I, all students enrolled in MAPPS' schools completed a quality assessment instrument to evaluate their school. In Phase II a sample of students who completed the initial assessment were followed up to measure completion, placement and student satisfaction.

The MAPPS/TRC team set six objectives for the project:

1. *Provide each private career school with an objective assessment of how its students evaluate its performance.*

2. *Provide each school with a complete objective picture of its students' demographic characteristics and previous educational experiences.*

3. *Provide each school with objective information on how well its students do in the labor market after leaving school, as well as data on why some students do not complete their program.*

4. *Provide each school with a set of state-wide norms for private career schools against which a school can compare its own data, and see its performance in perspective.*

5. *Provide each school with a method for using data provided by the system to improve its school.*

6. *Produce state-wide reports describing the characteristics of students in private career schools, their assessment of the schools they attended and their experience in the labor market.*

In May 1990 MAPPS' schools received school Phase I reports, which gave them complete data on their students' assessment of the school, and normative data against which to compare their school. Each report included a manual and worksheets that helped the staff at each school translate the data into program improvements. School administrators attended a workshop sponsored by MAPPS and TRC where administrators analyzed their school's data and developed action plans for program improvement.

In December 1991, participating schools received Phase II reports, which also included a manual and worksheets to help administrators analyze their former students responses and compare their school to state-wide norms.

Purpose of This Report

This report presents state-wide data from the Phase II follow-up survey of proprietary school students, and provides the general public and policy makers with objective data on training outcomes and the quality of private career schools in Minnesota.

II. METHODS AND REPORTS

In this section we discuss the research methods used in Phase II of the assessment, describe the content of the school-level reports that each participating school received, and explain the organization of results reported in this document.

Research Method

In their review of quality assessment in higher education, Rossman and El-Khawas (1987) note that student evaluations and employment information can provide valuable insights into an institution's strengths and weaknesses. An additional advantage of using student evaluations and a follow-up survey in the case of MAPPS was that the low cost of administering these instruments allowed the project to include all 24 of 26 MAPPS schools willing to participate, and thus generate a comprehensive evaluation of the entire sector.

The method employed in this quality assessment is based on three assumptions. First, that students attending private career schools are capable of making a valid evaluation of the training they receive. Second, that the program completion and labor market success of a school's graduates are valid indicators of the school's quality. Finally, that a quality assessment system must collect uniform data on all private career schools to create a valid standard against which to measure performance.

In addition to these assumptions, MAPPS wanted a comprehensive assessment of private career schools that could provide valid state-wide data on the characteristics and quality of the system in order to inform the public and provide an objective basis for policy making.

Sample

There are 26 MAPPS schools serving over 10,000 student annually; 24 of the schools participated in the project. MAPPS schools represent approximately 70% of the accredited private career schools enrollment in Minnesota, so this study represents a large majority of the state's private career schools and students. While no data were collected on non-participating schools, a review of school names shows that a large proportion of the non-MAPPS schools were cosmetology schools and a number of others were test preparation schools.

All MAPPS schools are accredited by at least one of the major national accrediting bodies that accredit private career schools, including: Accrediting Commission of Independent Colleges and Schools (ACICS), Accrediting Commission of Trade and Technical Schools (ACTTS), or the National Accrediting Commission of Cosmetology Arts and Sciences (NACCAS).

In Phase I of the project, 4,488 students were surveyed with structured questionnaires that they completed while in school. The Phase II follow-up stratified students by school and randomly selected 2,000 students from the original sample. Table 1 shows the breakdown of the Phase I respondents by type of school, the number sampled for Phase II, and Phase II response rate. While the response rate varied slightly among the different types of schools, the overall response rate of 40.2% represents an excellent response rate for a mail survey with no follow-up.

TABLE 1

Sample and Response Rate for Phase II By Type of Schools

	ACICS	ACTTS	NACCAS	Total
Number of Schools	9	9	6	24
Phase I Respondents	1,561	2,557	370	4,488
Phase II Sample	700	1,140	60	804
Phase II Response Rate	42.4%	39.2%	37.5%	40.2%

Instrument Development

In conjunction with MAPPS, TRC developed a questionnaire (see Appendix E) designed to be mailed to sampled students. The questionnaire gathered data on: programmatic outcomes (whether a student graduated, left or remained in school), labor market outcomes (employment and earnings), work experience (promotions, additional training, unemployment), student evaluations on the school they attended (replicating the same survey item used earlier in Phase I) and student ratings on personal development items (i.e., how better off they considered themselves currently compared to when they enrolled in school).

Data Collection

Questionnaires were mailed to sampled students in May 1991. Responses were

returned to TRC over the following 90-day period. Due to budget constraints, no follow up was done. Undeliverable questionnaires were replaced with randomly selected subjects from the same school.

Analysis

Data from the Phase II questionnaire was merged with data from the Phase I questionnaire for analysis. The merged data base was analyzed using the SAS statistical package on the mainframe computer at the University of California, Los Angeles (UCLA). The first analysis created school level reports described below. The second analysis, using frequencies, descriptive statistics, cross-tabulations and chi-square analysis produced the results that are described in this report.

School Level Reports

The school reports were delivered to the schools in December 1991. The reports included a guide to help school managers analyze their data. The reports included three separate analyses. The first provided simple frequencies on how a school's student responded. The second provided frequencies for all students enrolled in schools with the same accreditation for the purpose of allowing similar school types to compare its students to the norm. The third report compared subgroups of students with each other; specifically, it compared those students who would recommend their school to friends to those who would not, and students who completed, remained enrolled and left the program with each other.

Remaining sections of this report describe the results of the follow-up (Section III) and outline the report's conclusions (Section IV). Several appendices provide more detailed data on the survey's results by type of schools and by outcome.

III. RESULTS

A. Program Outcomes

The key program outcomes were whether or not students completed the program, and if they did not complete, what became of them a year later: Were they still enrolled? did they transfer to another school? take a leave of absence? or withdraw?

Figure 1 shows that 66% of the respondents had completed their program, 19% were still enrolled and only 9% had withdrawn. Much smaller groups transferred to another school (3%), or took leaves of absence (3%). Looking at these data from another angle, if the percent of students (19%) who remained enrolled were removed from the calculation and one looked only at those students who left school, then the results would read as follows: 81% of the students graduated, 11% withdrew, 4% transferred and 4% took a leave of absence (see Figure 2).

These results compare favorably with a recent national study on proprietary school students who graduated from high school in 1980, which also reported a 66% completion rate (Lyke, Gabe and Aleman, 1991).

Figure 3 shows that the results varied dramatically by type of school: cosmetology students were most likely to have completed their program (92%), followed by trade/technical students (71%) and business students (54%). In part, these rates varied because many more business and trade/technical students (24% and 18% respectively) still remained enrolled in school. As Figure 3 also shows, fewer cosmetology students (8%) left school without completing compared to 11% of trade/technical school students and 22% of business school students.

Figure 1
Program Outcomes

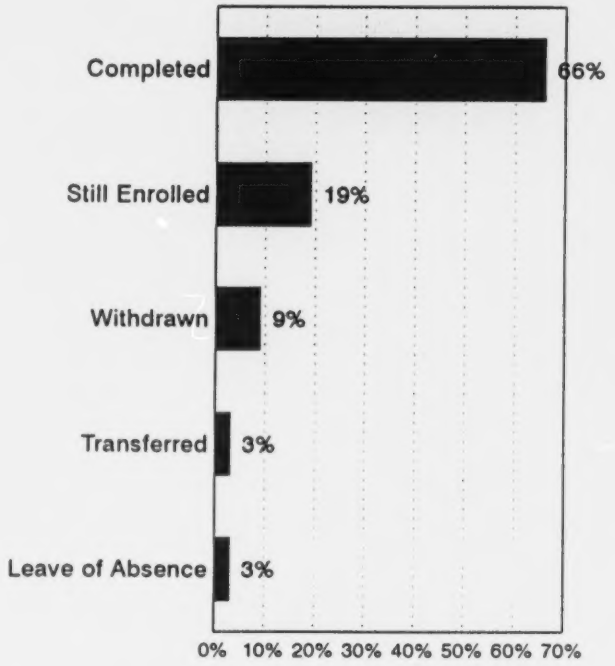


Figure 2
Program Outcomes
by Students Who Left

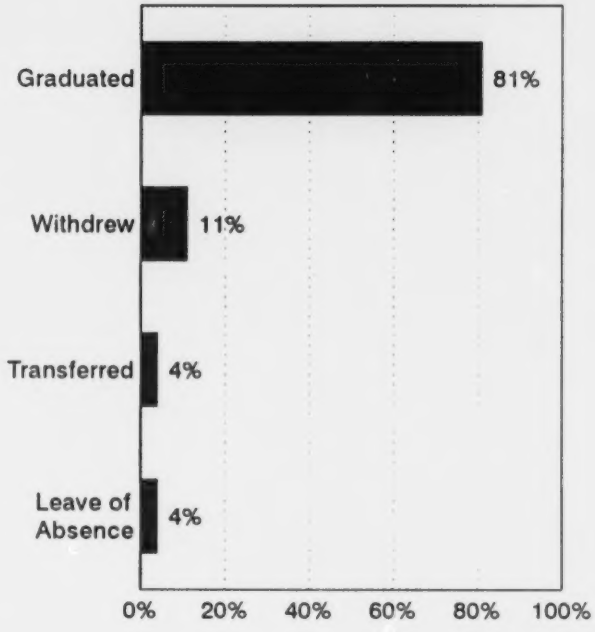


Figure 3
Program Outcomes
By School Type

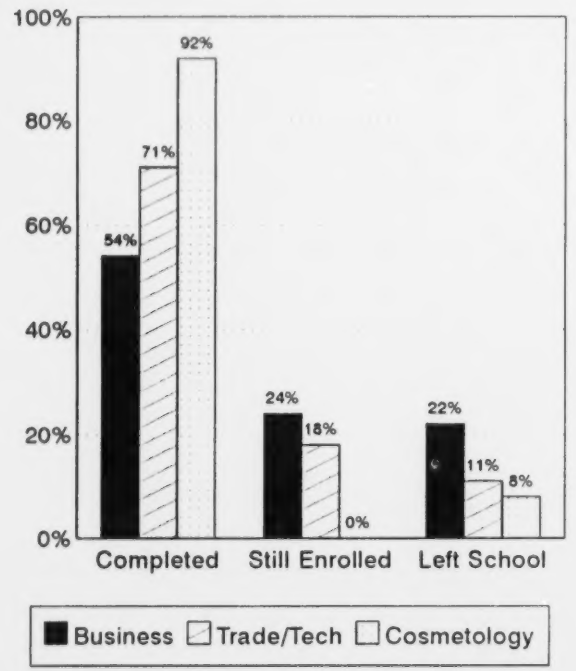
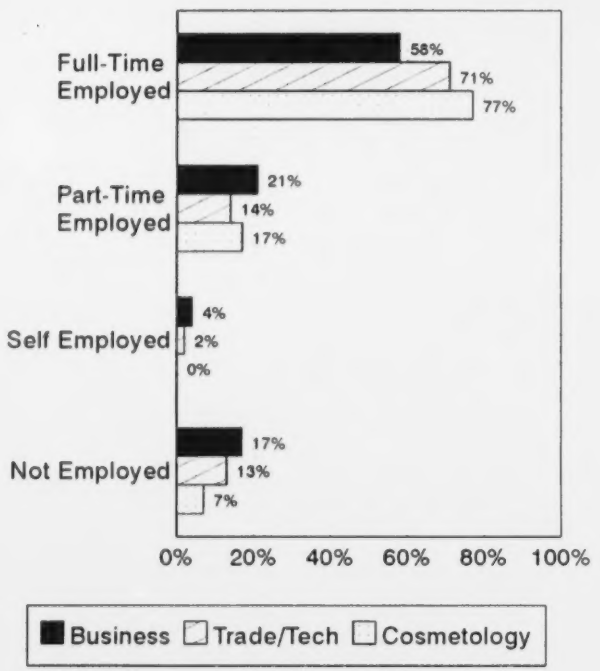


Figure 4
Employment Outcomes
By School Type



B. Employment Outcomes

Employment outcomes were the second of the outcomes that were examined. Specifically, the questionnaire asked students if they were employed full-time, part-time, self-employed or not employed at all. Further, it asked about their typical monthly earnings, how their current job was related to their training, and whether or not they obtained any license that was required by the occupation in which they were trained.

Figure 4 shows employment outcomes by school type. More cosmetology students were employed full-time than business and trade/technical students; the opposite pattern was true for those students not employed (i.e., more business students were unemployed than other students).

Table 2 on the next page shows more specific employment outcomes by student status (i.e., did they graduate? withdraw? etc.). Overall about two-thirds (67%) of the respondents worked full-time, 17% worked part-time, 14% were unemployed, and 2% were self employed. Monthly earnings were relatively low, with 63% of the students earning a maximum of $1,224 per month. This is not surprising since most respondents had just graduated and had little time to build up seniority or to gain additional skills. In addition, many respondents were still in school.

When asked to indicate how related their training was to their current job on a one-to-ten scale (one being unrelated, ten being totally related), Table 2 shows that the average score was 6.1. About a third of those who said their occupation required a license had obtained it. There appeared, however, to be some confusion about this item, as many respondents in unlicensed occupations responded that they had not obtained a license.

TABLE 2

EMPLOYMENT OUTCOMES BY STATUS (in percent)

	Graduated (N=514)	Still Enrolled (N=147)	Withdrew (N=72)	Transferred (N=25)	Leave of Absence (N=20)	Overall
Employed						
Full-time	74%	44%	71%	44%	45%	67%
Part-time	13	29	18	32	5	17
Self-Employed	3	1	3	4	5	2
Not Employed	10	26	8	20	45	14
Monthly Earnings						
<625	15	25	17	44	15	22
$625-924	20	16	19	4	10	23
$925-1,224	18	5	21	4	10	18
$1,225-1,524	15	5	15	8	5	15
$1,525-1,824	10	6	8	8	0	10
$1,825-2,124	5	8	7	8	0	7
$2,125-2,424	2	4	1	0	0	3
$2,425 +	2	1	3	0	5	2
Missing/ No Response	13	30	9	24	55	
Avg Related Score (10 point Scale)	6.4	2.2	2.7	2.1	1.9	6.1
% Obtained Required License/ Certificate if Required	46	NA	5	9	0	31

Table 2 also shows employment outcome by program outcome. Not surprisingly, when you look at the outcomes for people who completed they are substantially different from the population as whole.

The most interesting comparison is between those who graduated and those who withdrew. Completers were slightly more likely to work full-time and less likely to work part-time. Surprisingly, completers were slightly more likely to be unemployed, possibly because many were still searching for their first job at the time of the survey. Overall there were few differences in earnings between the two groups. Those who withdrew were slightly more likely to report they were in the lowest income category, earning less than $625 per month.

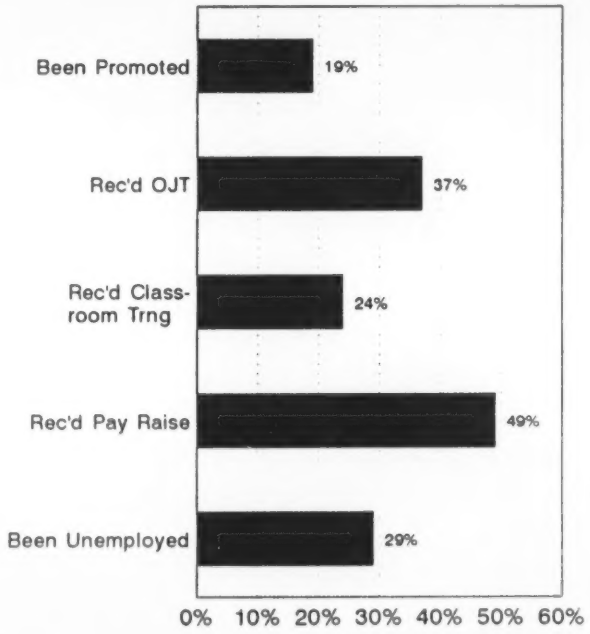
One dramatic difference that did emerge is that completers were far more likely to report their current job was related to their training, 6.4 average compared to only 2.7 for those who withdrew.

C. Work Experience

The questionnaire also gathered data on the respondents' work experience once they were out of school. We were particularly interested in whether or not respondents had advanced on the job, if the respondents had experienced unemployment or had received additional job related training.

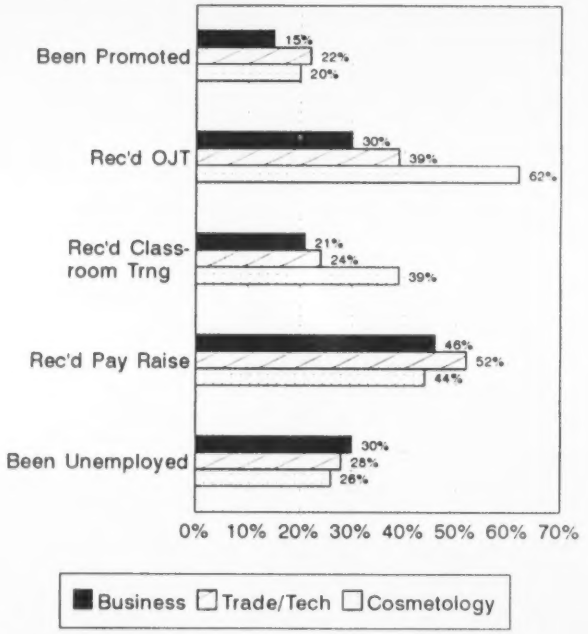
Figure 5 shows that about one in five respondents had been promoted during the follow-up period. Almost half had received a pay raise. About three out ten had experienced some period of unemployment. Over one-third of the respondents reported that they had

Figure 5
Work Experience *



* Since January 1990

Figure 6
Work Experience * By School Type



* Since January 1990

received on-the-job training, and about a quarter had received job related classroom training.

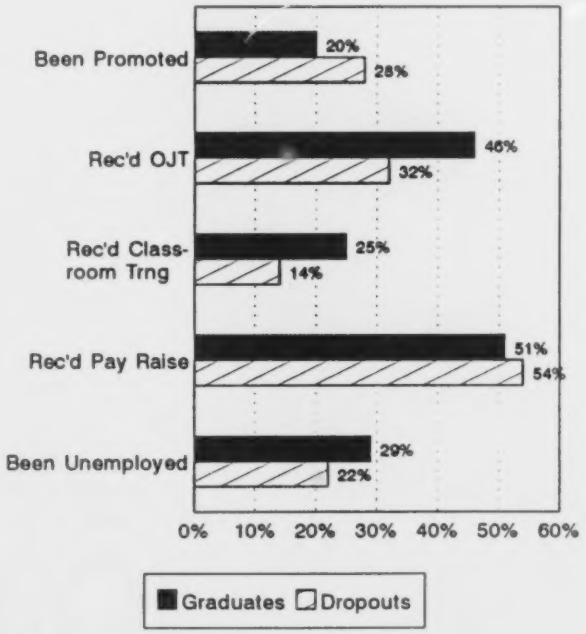
This pattern varies depending on the type of school attended, as indicated in Figure 6. Respondents from trade/technical schools were most likely to have received a pay raise and been promoted; moreover, they were more likely than respondents from business schools but less likely than respondents from cosmetology to have received on-the-job training, classroom training, or been unemployed.

Respondents who attended business schools had experiences similar to trade/technical respondents, although they were slightly less likely to have been promoted, received a pay raise, or received on-the-job or classroom training. They were slightly more likely to have experienced unemployment.

Respondents from cosmetology schools reported a different pattern. These respondents were far more likely to report that they had received on-the-job training, and classroom training. They were slightly less likely to have received a pay raise, or to have been unemployed.

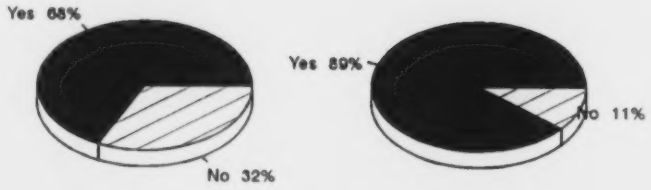
Another comparison that provides some interesting insights is a comparison of the experiences of respondents who graduated and withdrew. Figure 7 indicates that graduates did worse economically immediately after leaving school than dropouts. Respondents who graduated were less likely to have been promoted or to have received a pay raise. This may be because dropouts had been in the labor market longer and thus had longer to receive a promotion or a raise. Conversely, graduates were slightly more likely to have experienced some unemployment. However, graduates were far more likely to receive both on-the-job and

Figure 7
Work Experience * Graduates vs. Dropouts



* Since January 1990

Figure 8
Would Recommend School To A Friend



Follow Up Study 1991

In-School Study 1990

classroom training. These results indicate that employers are more willing to invest in graduates than in dropouts. Thus employers may be more likely to promote and give pay raises to graduates over time.

D. Student Satisfaction

Figure 8 shows that overall two thirds of the respondents would recommend their school to a friend, indicating that most respondents were satisfied with their overall experience. It should be noted however that this proportion is substantially lower than the responses to the previous in-school survey, conducted as part of this project, in which 90% of the students reported they would recommend the school to a friend. This decline in satisfaction, however, is consistent with other research that shows similar patterns as students approach graduation.

Figure 9 shows how respondents' willingness to recommend their school varied with their program status. Not surprisingly, respondents who completed their program were far more likely to recommend it than those who failed to complete. Respondents who remained enrolled fell somewhere in the middle.

Figure 10 shows that there were substantial differences between the three types of students. Cosmetology students were most likely to say they would recommend the school to a friend (80%); trade/technical students were next (75%); business students were far less likely to recommend their school to a friend (57%). The reason for this pattern is unclear. It may be that business schools enroll many younger students who are more likely to be satisfied. Or, it may be that business schools raise expectations that they then fail to meet.

Figure 9
Would Recommend School By Program Outcome

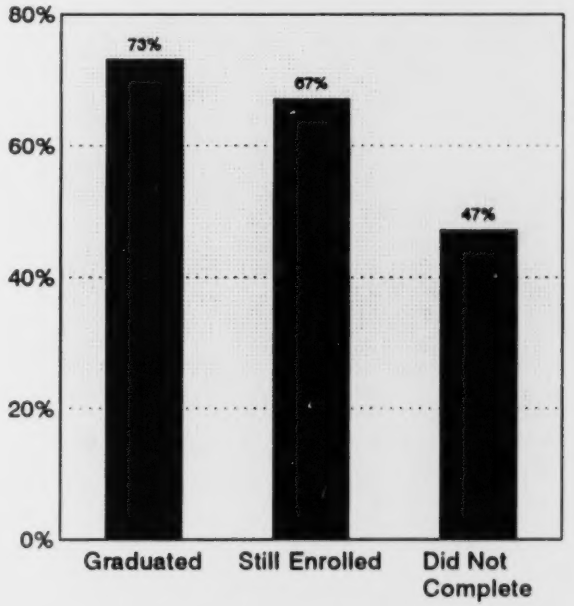
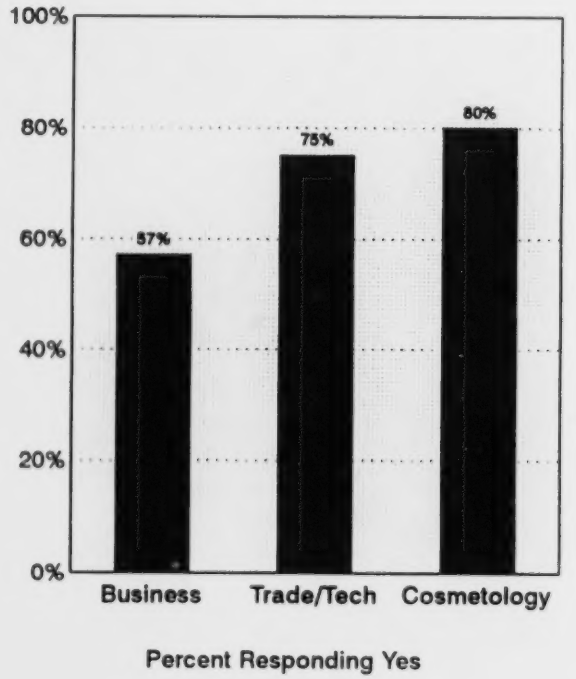


Figure 10
Would Recommend School By School Type

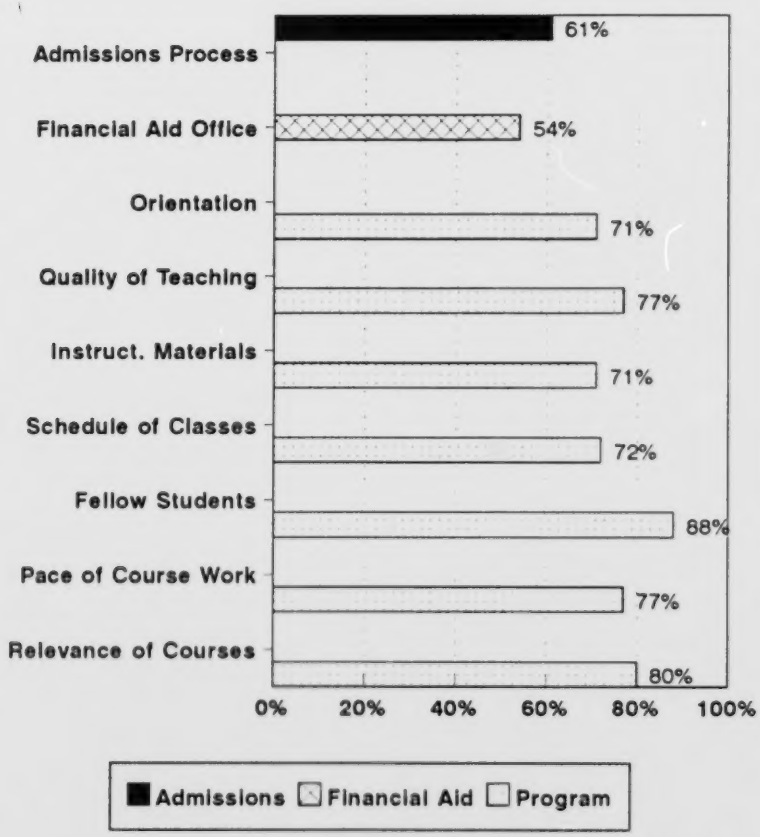


Figures 11 and 12 show how the respondents rated various aspects of the school. Respondents were asked to rate each of these aspects as "excellent," "good," "fair" or "poor." If a respondent rated an item "excellent" or "good" they were categorized as satisfied. If they rated it "fair" or "poor" they were categorized as dissatisfied. Figures 10 and 11 show the percent of respondents categorized as satisfied on each aspect. As a general rule of thumb we have found that items on which 70% of the respondents are satisfied are successful elements of the school; items on which less than 70% of the students rate as satisfied are problematic and warrant investigation.

The results show that student were most satisfied with the instructional program they received, including such particular items as the "quality of teaching" (77%), pace of course work (77%) and fellow students (88%).

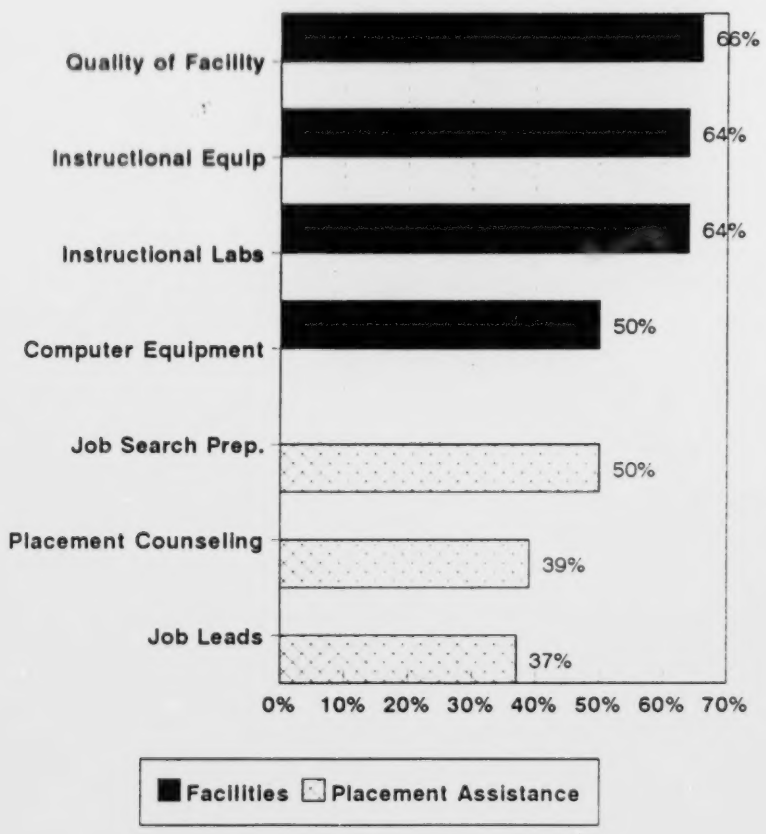
They were less satisfied with the quality of services they receive from admissions and financial aid. In addition, respondents also gave lower ratings to quality of facilities. One particular problem area that stood out here was "computer equipment," an item that reflected only a 50% satisfaction rating.

Figure 11
Follow Up Evaluation of Admissions, Financial Aid & Course of Study *



* Percent Responding Good or Excellent

Figure 12
Follow Up Evaluation of School Facilities & Job Placement Assistance *



* Percent Responding Good or Excellent

The placement assistance area received the lowest rating. Only 50% of the respondents were satisfied with job search preparation, 39% were satisfied with placement counseling and 37% were satisfied with job leads. This area is a particular concern, since most students choose a school because of its reputation for job placement. These relatively low ratings may reflect the difficulty students encountered finding related employment during a recession.

Again these levels of satisfaction are substantially lower than those reported in the in-school survey conducted in 1990. The reasons behind these ratings are unclear. (Complete breakdowns for each type of school are included in Appendices B, C and D.)

Another way to analyze the satisfaction of former students is to compare those who would recommend the school to a friend with those who would not. Table 3 shows that those who would recommend their school tended to be older, married people, with some college experience before enrolling and have a personal income over $12,000 while attending. They were more likely to be independent for financial aid purposes and seeking training because they were unemployed. After leaving school, they were more likely to be self-employed.

Conversely, former students who would not recommend their school tended to be younger, single, hold only a high school education, and have a personal income of less than $12,000. They were more likely to be dependent for financial aid purposes, and seeking training because they had just graduated from high school. After leaving school they are more likely to be employed part-time or be unemployed.

TABLE 3

PROFILE OF STUDENTS WHO WOULD AND WOULD NOT RECOMMEND SCHOOL TO A FRIEND

	WOULD	WOULD NOT
Age	25+	<25
Gender	----	----
Marital	Married	Single
Education	Some College Assoc. Degrees	H.S. Ed
Personal Income	Over $12,000	<$12,000
Family Income	----	----
Financial Aid	Independent	Dependent
Working While Attending School	----	----
Attending Other School	----	----
Reason Seeking	Unemployed	Just graduated H.S.
Training	Returning to work after family Military Personal Injury Need Skills to Advance	----
Employment	Self-Employed	Part-time

TABLE 4

Students Reporting "Much Stronger" Skills and Abilities: Comparison of Minnesota Proprietary School Students & Students of Public Two-Year Colleges (in percent)

	Minnesota Proprietary Students	Public Two-Year Students
General Knowledge	30%	23%
Analytical & Problem Solving Skills	18	12
Knowledge of particular field or discipline	40	34
Ability to speak & write clearly	14	15 (write) 19 (speak)
Leadership ability	15	10
Ability to work independently	27	27
Interpersonal Skills	18	22
Cultural Awareness and appreciation	12	13
Tolerance of persons with different beliefs	13	19

Developmental Outcomes for Minnesota Proprietary Schools

While most proprietary school claims, as well as most criticism, focus on labor market outcomes, it is important to note that many proprietary schools also claim to provide their students with powerful experiences that help them develop as individuals. Many proprietary school operators boast of being "last chance institutions" that are able to train and motivate students who failed at other public institutions. They claim that their instructional approaches build students' self esteem and give them the confidence they need to succeed in a competitive work place.

We tested this claim for the students who were enrolled in 1990. A national follow-up survey of college students regularly asks students to assess their personal development by comparing how they perceived themselves before the time they enrolled with their current state. We asked the proprietary school students in our survey an identical item. Students were asked to describe whether they were now "much stronger," "stronger," "no change," "weaker," or "much weaker" than when they enrolled. The results (Table 4) compare the percent of Minnesota proprietary students who said much stronger with the national norms for public two year college students (Wingard, Dey, and Korn, 1991).

This analysis is subject to some obvious limits. The proprietary data are from Minnesota students only, who may differ significantly from a national population of proprietary school students, while the public two year college students are a national group. The proprietary population includes only vocational students, while the public two year group includes both academic and vocational students.

With these reservations in mind, the data indicates that Minnesota proprietary students are more likely to report being "much stronger" in areas related to cognitive development such as "general knowledge," "analytical and problem solving skills," and "knowledge of a particular field or discipline." This is interesting considering the greater emphasis public two year colleges put on general education. Public students are more likely to report that they are "much stronger" than proprietary schools in the areas "interpersonal skills" and "tolerance of persons with different beliefs." Proprietaries reported more development in the area of "leadership ability."

These results would seem to indicate that proprietary school students do experience substantial personal development that goes beyond the vocational training they get while enrolled. They report changes in cognitive development equivalent or better than public two year colleges students nationally. However, they report less development in the area of intercultural relations.

IV. CONCLUSIONS

Completing and Dropping Out

Completion rates for Minnesota students compare favorably with national statistics. Two-thirds of all students had completed their program by the time of the follow-up. If only students who left school are considered the placement rate is 81%. This compares with national figures of about 60%.

Completers appear to be more successful in the labor market than non-completers on several measures. Completers are more likely to work full-time and less likely to work part-time than non-completers. Completers are more likely to find jobs related to training and more likely to receive additional training on-the-job or in the classroom. This all indicates that employers are more willing to invest in completers, which should ultimately lead to higher earnings for the completers.

Conversely, completers are more likely than non-completers to report that they experience some unemployment. Non-completers were more likely to report that they had received a pay raise or been promoted. This may be because they have been out in the labor market longer than completers.

Both groups report relatively low wages, with half the students earning $1,224 per month or less.

Student Satisfaction

Students report lower levels of satisfaction than in the in-school survey, although most respondents would recommend their school to a friend. This fits with other research that

shows student satisfaction declines the longer students are enrolled.

Not surprising, students who completed reported much higher levels of satisfaction than non-completers. Seventy-three percent of completers reported that they would recommend their school to a friend compared to only 47% of non-completers.

The source of dissatisfaction does not appear to be the instructional program which still received relatively high ratings. Rather students appear to be dissatisfied with other school services such as admissions and financial aid. One area that had particularly low levels of satisfaction was placement services, particularly "job leads" and "placement counseling" where less than 40% of the students reported they were satisfied. This is particularly troubling since a schools reputation for job training was major reason many student choose their school. This data suggests that schools are raising expectations for placement that are not being met, although it is important to note that most program completers find employment and rate their jobs as highly related to their training. The dissatisfaction reported here may reflect increased difficulty students encountered finding jobs during the recession.

An analysis of satisfied and dissatisfied students found that dissatisfied student tended to be younger students who had come to their school directly out of high school. Conversely, satisfied students tended to be older and more likely to have attended another post-secondary institution. These differences indicate that older student may have different, perhaps more realistic, expectations than younger students.

Differences Among School Types

This analysis revealed several important differences among the business, trade/technical and cosmetology schools. Cosmetology students were most likely to complete and find full-time employment. Cosmetology students were also the most likely to report that they had received additional training. Although, is important to note the sample of cosmetology students was small and came from only a few schools which may not be representative of the many cosmetology schools that did not participate in the project.

Business students had the lowest completion rate, the highest non-completion rate and the largest group of students who remained in school. Once in the labor market, they were the least likely to work full-time and the most likely work part-time or be self-employed. Business students were less likely than other groups to report that they had received additional training and more likely to report that they had experienced some unemployment. In part, this pattern for business students may be due to the fact that over 20% were still enrolled at the time of the survey.

Trade technical students fell between the cosmetology and business students on most of these measures.

Differences between types of schools on student satisfaction were dramatic. Eighty percent of cosmetology students and 75% of trade/technical schools would recommend their school to a friend, compared to only 57% of business students. These differences may reflect differences in the outcome measures. Cosmetology students who would most likely find full-time employment were also most likely to report they would recommend their school to a

friend. Conversely, business students, who were least likely to find full-time jobs and most likely to still be enrolled, were least likely to report they would recommend their school to a friend. Trade/technical students once again fell between these two groups.

REFERENCES

Bowdin, W.L. (1981) Profit and non-profit institutions: acrimony or accommodation. Continuing Higher Education, 29, 2-8.

Carnegie Foundation (1987) Career schools: an overview. Change. January/February, 29-34.

Lyke, Robert, Gabe, Thomas, and Aleman, Steven R. (1991) Early labor market experiences of proprietary school students. Washington, D.C.: Congressional Research Service, Education and Public Welfare Division.

Minnesota Higher Education Coordinating Board (1989) Report of the task force on postsecondary quality assessment. St. Paul, MN.

Moore, R.W. and Smith E.J. (1988) New York State proprietary schools: an overview. Santa Monica, CA: Training Research Corporation.

Moore, R.W. and Smith E.J. (1989) Maryland's private career schools: a resource for training and economic growth. Santa Monica, CA: Training Research Corporation.

Moore, R.W. (1991) Proprietary Schools. AERA Encyclopedia of Educational Research, NY: MacMillian.

Rossman, J.E. El-Khawas, E. (1987) Thinking about assessment: perspectives for presidents and chief academic officers. Washington, D.C.: American Council on Education and the American Association for Higher Education.

Sango-Jordon, M. (1989) Positive educational and employment outcomes for private career school attenders: findings of the outcomes comparison research project from high and beyond senior cohort data. Washington, D.C.: Career Training Foundation.

Wilms, W.W. (1987) Strangers in their own land? Change, January/ February, 10-21.

Wingard, Tamara L., Dey, Eric L. and Korn, William S. (1991) The American college student 1990: national norms for 1986 and 1988 college freshman. Los Angeles: Higher Education Research Institute, University of California, Los Angeles.

Appendix A:

Frequencies for All Students

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

Overall

Graduated from Program

MF1A	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No	266	34.1	266	34.1
Yes	514	65.9	780	100.0

Enrolled at Another Institution

MF1A1	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	737	.	.	.
Yes	43	100.0	43	100.0

Why Enrolled at Another Institution?

MF1A2	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	739	.	.	.
Changed Plans	9	22.0	9	22.0
Needed Training	32	78.0	41	100.0

Remained Enrolled in Same School

MF1B	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No	633	81.2	633	81.2
Yes	147	18.8	780	100.0

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

Overall

Transferred to Another Institution

MF1C	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No	755	96.8	755	96.8
Yes	25	3.2	780	100.0

Reason Transferred

MF1CA	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	756	.	.	.
Changed Career	6	25.0	6	25.0
Did Not Fit	1	4.2	7	29.2
Not Challenged	3	12.5	10	41.7
Atmosphere	7	29.2	17	70.8
Lower Cost	5	20.8	22	91.7
Not Doing Well	2	8.3	24	100.0

Withdrawn

MF1D	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No	708	90.8	708	90.8
Yes	72	9.2	780	100.0

Why Withdrawn

MF1DA	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	709	.	.	.
Changed Career	11	15.5	11	15.5
Good Job Offer	8	11.3	19	26.8
Personal Probs	14	19.7	33	46.5
Financial Probs	20	28.2	53	74.6
Not Doing Well	2	2.8	55	77.5
Not upto Expect	16	22.5	71	100.0

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

Overall

Taken A Leave of Absence

MF1E	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No	760	97.4	760	97.4
Yes	20	2.6	780	100.0

Currently Employed

MF2	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	7	.	.	.
Full Time	516	66.8	516	66.8
Part Time	130	16.8	646	83.6
Self-Employed	19	2.5	665	86.0
Not Employed	108	14.0	773	100.0

How Many Jobs since Left College

MF3	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	179	.	.	.
1	377	62.7	377	62.7
2	158	26.3	535	89.0
3	49	8.2	584	97.2
4 Or More	17	2.8	601	100.0

BEST COPY AVAILABLE

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

Overall

Before Tax Monthly Earnings

MF4	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	137	.	.	.
< $625	138	21.5	138	21.5
$625 - $924	146	22.7	284	44.2
$925 - $1,224	117	18.2	401	62.4
$1,225 - $1,524	98	15.2	499	77.6
$1,525 - $1,824	66	10.3	565	87.9
$1,825 - $2,124	45	7.0	610	94.9
$2,125 - $2,424	19	3.0	629	97.8
$2,425 Or More	14	2.2	643	100.0

How Related Program to Employment

MF5	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	93	.	.	.
Not Related	165	24.0	165	24.0
1	18	2.6	183	26.6
2	20	2.9	203	29.5
3	34	4.9	237	34.5
4	30	4.4	267	38.9
5	38	5.5	305	44.4
6	19	2.8	324	47.2
7	42	6.1	366	53.3
8	53	7.7	419	61.0
9	48	7.0	467	68.0
Totally Related	220	32.0	687	100.0

Grade Average in 1990

MF6	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	8	.	.	.
A Or 4	340	44.0	340	44.0
B Or 3	380	49.2	720	93.3
C Or 2	50	6.5	770	99.7
< C Or 2	2	0.3	772	100.0

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

Overall

Either Parent Self-Employed

MF7	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	23	.	.	.
Yes	208	27.5	208	27.5
No	549	72.5	757	100.0

Changed Employers

MF8_1	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No	491	62.9	491	62.9
Yes	289	37.1	780	100.0

Been Promoted

MF8_2	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No	634	81.3	634	81.3
Yes	146	18.7	780	100.0

Changed Jobs with Same Employer

MF8_3	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No	689	88.3	689	88.3
Yes	91	11.7	780	100.0

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

Overall

Changed Industry

MF8_4	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No	677	86.8	677	86.8
Yes	103	13.2	780	100.0

Received On-The-Job Training

MF8_5	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No	488	62.6	488	62.6
Yes	292	37.4	780	100.0

Received Classroom Training

MF8_6	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No	592	75.9	592	75.9
Yes	188	24.1	780	100.0

Received a Pay Raise

MF8_7	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No	397	50.9	397	50.9
Yes	383	49.1	780	100.0

Been Unemployed

MF8_8	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No	554	71.0	554	71.0
Yes	226	29.0	780	100.0

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

Overall

Obtained License or Certification

MF9	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	229	.	.	.
Yes	168	30.5	168	30.5
No	383	69.5	551	100.0

Enrolled in Day/Evening Program

MF10	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	19	.	.	.
Day	584	76.7	584	76.7
Evening	177	23.3	761	100.0

Admissions: Completeness and Accuracy

MF11A1	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	5	.	.	.
NA	11	1.4	11	1.4
Poor	93	12.0	104	13.4
Fair	203	26.2	307	39.6
Good	325	41.9	632	81.5
Excellent	143	18.5	775	100.0

Financial Aid: Helpfulness

MF11B2	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	5	.	.	.
NA	106	13.7	106	13.7
Poor	99	12.8	205	26.5
Fair	152	19.6	357	46.1
Good	215	27.7	572	73.8
Excellent	203	26.2	775	100.0

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

Overall

Program: Orientation

MF11C3	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	2	.	.	.
NA	22	2.8	22	2.8
Poor	26	3.3	48	6.2
Fair	176	22.6	224	28.8
Good	403	51.8	627	80.6
Excellent	151	19.4	778	100.0

Program: Quality of Teaching

MF11C4	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	3	.	.	.
NA	1	0.1	1	0.1
Poor	34	4.4	35	4.5
Fair	149	19.2	184	23.7
Good	369	47.5	553	71.2
Excellent	224	28.8	777	100.0

Program: Quality of Materials

MF11C5	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	4	.	.	.
NA	1	0.1	1	0.1
Poor	57	7.3	58	7.5
Fair	168	21.6	226	29.1
Good	394	50.8	620	79.9
Excellent	156	20.1	776	100.0

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

Overall

Program: Scheduling of Classes

MF11C6	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	3	.	.	.
NA	1	0.1	1	0.1
Poor	49	6.3	50	6.4
Fair	164	21.1	214	27.5
Good	367	47.2	581	74.8
Excellent	196	25.2	777	100.0

Program: Interaction with Students

MF11C7	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	4	.	.	.
NA	1	0.1	1	0.1
Poor	13	1.7	14	1.8
Fair	80	10.3	94	12.1
Good	326	42.0	420	54.1
Excellent	356	45.9	776	100.0

Program: Pace of Course Work

MF11C8	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	2	.	.	.
NA	1	0.1	1	0.1
Poor	43	5.5	44	5.7
Fair	136	17.5	180	23.1
Good	416	53.5	596	76.6
Excellent	182	23.4	778	100.0

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

Overall

Program: Relevance of Course Work

MF11C9	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	7	.	.	.
NA	6	0.8	6	0.8
Poor	17	2.2	23	3.0
Fair	136	17.6	159	20.6
Good	385	49.8	544	70.4
Excellent	229	29.6	773	100.0

Facilities: Quality

MF11D10	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Poor	64	8.2	64	8.2
Fair	197	25.3	261	33.5
Good	368	47.2	629	80.6
Excellent	151	19.4	780	100.0

Facilities: Equipment

MF11D11	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	2	.	.	.
NA	5	0.6	5	0.6
Poor	66	8.5	71	9.1
Fair	207	26.6	278	35.7
Good	334	42.9	612	78.7
Excellent	166	21.3	778	100.0

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

Overall

Facilities: Labs

MF11D12	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	1	.	.	.
NA	30	3.9	30	3.9
Poor	64	8.2	94	12.1
Fair	189	24.3	283	36.3
Good	339	43.5	622	79.8
Excellent	157	20.2	779	100.0

Facilities: Computers

MF11D13	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	5	.	.	.
NA	120	15.5	120	15.5
Poor	96	12.4	216	27.9
Fair	167	21.5	383	49.4
Good	243	31.4	626	80.8
Excellent	149	19.2	775	100.0

Placement: Preparation

MF11E14	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	16	.	.	.
NA	182	23.8	182	23.8
Poor	99	13.0	281	36.8
Fair	101	13.2	382	50.0
Good	235	30.8	617	80.8
Excellent	147	19.2	764	100.0

BEST COPY AVAILABLE

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

Overall

Placement: Counseling

MF11E15	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	18	.	.	.
NA	217	28.5	217	28.5
Poor	125	16.4	342	44.9
Fair	128	16.8	470	61.7
Good	181	23.8	651	85.4
Excellent	111	14.6	762	100.0

Placement: Referrals/Leads

MF11E16	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	20	.	.	.
NA	212	27.9	212	27.9
Poor	130	17.1	342	45.0
Fair	139	18.3	481	63.3
Good	160	21.1	641	84.3
Excellent	119	15.7	760	100.0

Placement: Need/Use?

MF11E17	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	70	.	.	.
Yes	352	49.6	352	49.6
No	358	50.4	710	100.0

Would Recommend School to a Friend

MF12	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	33	.	.	.
Yes	508	68.0	508	68.0
No	239	32.0	747	100.0

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

Overall

Now: General Knowledge

MF13_1	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	3	.	.	.
Weaker	5	0.6	5	0.6
No Change	100	12.9	105	13.5
Stronger	439	56.5	544	70.0
Much Stronger	233	30.0	777	100.0

Now: Analytical Skills

MF13_2	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	3	.	.	.
Much Weaker	1	0.1	1	0.1
Weaker	5	0.6	6	0.8
No Change	233	30.0	239	30.8
Stronger	400	51.5	639	82.2
Much Stronger	138	17.8	777	100.0

Now: Knowledge of Field

MF13_3	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	2	.	.	.
Weaker	2	0.3	2	0.3
No Change	70	9.0	72	9.3
Stronger	399	51.3	471	60.5
Much Stronger	307	39.5	778	100.0

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

Overall

Now: Ability to Speak and Write Clearly

MF13_4	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	2	.	.	.
Weaker	5	0.6	5	0.6
No Change	371	47.7	376	48.3
Stronger	294	37.8	670	86.1
Much Stronger	108	13.9	778	100.0

Now: Understand Ethical Issues

MF13_5	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	6	.	.	.
Weaker	6	0.8	6	0.8
No Change	426	55.0	432	55.8
Stronger	271	35.0	703	90.8
Much Stronger	71	9.2	774	100.0

Now: Concern about Financial Security

MF13_6	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	3	.	.	.
Much Weaker	7	0.9	7	0.9
Weaker	42	5.4	49	6.3
No Change	293	37.7	342	44.0
Stronger	263	33.8	605	77.9
Much Stronger	172	22.1	777	100.0

72

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

Overall

Now: Leadership Abilities

MF13_7	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	1	.	.	.
Weaker	6	0.8	6	0.8
No Change	355	45.6	361	46.3
Stronger	304	39.0	665	85.4
Much Stronger	114	14.6	779	100.0

Now: Ability to Work Independently

MF13_8	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	1	.	.	.
Weaker	4	0.5	4	0.5
No Change	302	38.8	306	39.3
Stronger	266	34.1	572	73.4
Much Stronger	207	26.6	779	100.0

Now: Interpersonal Skills

MF13_9	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	2	.	.	.
Weaker	3	0.4	3	0.4
No Change	313	40.2	316	40.6
Stronger	322	41.4	638	82.0
Much Stronger	140	18.0	778	100.0

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

Overall

Now: Cultural Awareness

MF13_10	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	3	.	.	.
Much Weaker	1	0.1	1	0.1
Weaker	5	0.6	6	0.8
No Change	450	57.9	456	58.7
Stronger	232	29.9	688	88.5
Much Stronger	89	11.5	777	100.0

Now: Career Committment

MF13_11	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	2	.	.	.
Much Weaker	6	0.8	6	0.8
Weaker	45	5.8	51	6.6
No Change	190	24.4	241	31.0
Stronger	308	39.6	549	70.6
Much Stronger	229	29.4	778	100.0

Now: Tolerance

MF13_12	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	1	.	.	.
Weaker	9	1.2	9	1.2
No Change	416	53.4	425	54.6
Stronger	250	32.1	675	86.6
Much Stronger	104	13.4	779	100.0

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

Overall

Now: Academic Confidence

MF13_13	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	2	.	.	.
Much Weaker	5	0.6	5	0.6
Weaker	14	1.8	19	2.4
No Change	178	22.9	197	25.3
Stronger	355	45.6	552	71.0
Much Stronger	226	29.0	778	100.0

Now: Motivation for Further Education

MF13_14	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	3	.	.	.
Much Weaker	15	1.9	15	1.9
Weaker	36	4.6	51	6.6
No Change	185	23.8	236	30.4
Stronger	278	35.8	514	66.2
Much Stronger	263	33.8	777	100.0

Appendix B:

Business Student Norms

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

AICS

Graduated from Program

MF1A	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No	137	46.1	137	46.1
Yes	160	53.9	297	100.0

Enrolled at Another Institution

MF1A1	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	282	.	.	.
Yes	15	100.0	15	100.0

Why Enrolled at Another Institution?

MF1A2	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	284	.	.	.
Changed Plans	2	15.4	2	15.4
Needed Training	11	84.6	13	100.0

Remained Enrolled in Same School

MF1B	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No	226	76.1	226	76.1
Yes	71	23.9	297	100.0

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

AICS

Transferred to Another Institution

MF1C	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No	283	95.3	283	95.3
Yes	14	4.7	297	100.0

Reason Transferred

MF1CA	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	284	.	.	.
Changed Career	2	15.4	2	15.4
Did Not Fit	1	7.7	3	23.1
Not Challenged	1	7.7	4	30.8
Atmosphere	4	30.8	8	61.5
Lower Cost	5	38.5	13	100.0

Withdrawn

MF1D	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No	256	86.2	256	86.2
Yes	41	13.8	297	100.0

Why Withdrawn

MF1DA	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	257	.	.	.
Changed Career	6	15.0	6	15.0
Good Job Offer	4	10.0	10	25.0
Personal Probs	7	17.5	17	42.5
Financial Probs	11	27.5	28	70.0
Not Doing Well	1	2.5	29	72.5
Not upto Expect	11	27.5	40	100.0

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

AICS

Taken A Leave of Absence

MF1E	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No	287	96.6	287	96.6
Yes	10	3.4	297	100.0

Currently Employed

MF2	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	4	.	.	.
Full Time	170	58.0	170	58.0
Part Time	62	21.2	232	79.2
Self-Employed	12	4.1	244	83.3
Not Employed	49	16.7	293	100.0

How Many Jobs since Left College

MF3	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	89	.	.	.
1	126	60.6	126	60.6
2	52	25.0	178	85.6
3	20	9.6	198	95.2
4 Or More	10	4.8	208	100.0

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

AICS

Before Tax Monthly Earnings

MF4	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	63	.	.	.
< $625	69	29.5	69	29.5
$625 - $924	54	23.1	123	52.6
$925 - $1,224	37	15.8	160	68.4
$1,225 - $1,524	34	14.5	194	82.9
$1,525 - $1,824	21	9.0	215	91.9
$1,825 - $2,124	11	4.7	226	96.6
$2,125 - $2,424	2	0.9	228	97.4
$2,425 Or More	6	2.6	234	100.0

How Related Program to Employment

MF5	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	52	.	.	.
Not Related	62	25.3	62	25.3
1	9	3.7	71	29.0
2	7	2.9	78	31.8
3	19	7.8	97	39.6
4	13	5.3	110	44.9
5	20	8.2	130	53.1
6	7	2.9	137	55.9
7	18	7.3	155	63.3
8	18	7.3	173	70.6
9	18	7.3	191	78.0
Totally Related	54	22.0	245	100.0

Grade Average in 1990

MF6	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	4	.	.	.
A Or 4	113	38.6	113	38.6
B Or 3	160	54.6	273	93.2
C Or 2	20	6.8	293	100.0

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

AICS

Either Parent Self-Employed

MF7	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	13	.	.	.
Yes	80	28.2	80	28.2
No	204	71.8	284	100.0

Changed Employers

MF8_1	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No	193	65.0	193	65.0
Yes	104	35.0	297	100.0

Been Promoted

MF8_2	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No	254	85.5	254	85.5
Yes	43	14.5	297	100.0

Changed Jobs with Same Employer

MF8_3	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No	264	88.9	264	88.9
Yes	33	11.1	297	100.0

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

AICS

Changed Industry

MF8_4	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No	266	89.6	266	89.6
Yes	31	10.4	297	100.0

Received On-The-Job Training

MF8_5	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No	208	70.0	208	70.0
Yes	89	30.0	297	100.0

Received Classroom Training

MF8_6	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No	234	78.8	234	78.8
Yes	63	21.2	297	100.0

Received a Pay Raise

MF8_7	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No	162	54.5	162	54.5
Yes	135	45.5	297	100.0

Been Unemployed

MF8_8	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No	207	69.7	207	69.7
Yes	90	30.3	297	100.0

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

AICS

Obtained License or Certification

MF9	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	99	.	.	.
Yes	20	10.1	20	10.1
No	178	89.9	198	100.0

Enrolled in Day/Evening Program

MF10	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	10	.	.	.
Day	214	74.6	214	74.6
Evening	73	25.4	287	100.0

Admissions: Completeness and Accuracy

MF11A1	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	3	.	.	.
NA	4	1.4	4	1.4
Poor	49	16.7	53	18.0
Fair	92	31.3	145	49.3
Good	104	35.4	249	84.7
Excellent	45	15.3	294	100.0

Financial Aid: Helpfulness

MF11B2	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
NA	32	10.8	32	10.8
Poor	39	13.1	71	23.9
Fair	67	22.6	138	46.5
Good	87	29.3	225	75.8
Excellent	72	24.2	297	100.0

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

AICS

Program: Orientation

MF11C3	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
NA	9	3.0	9	3.0
Poor	15	5.1	24	8.1
Fair	79	26.6	103	34.7
Good	154	51.9	257	86.5
Excellent	40	13.5	297	100.0

Program: Quality of Teaching

MF11C4	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	1	.	.	.
NA	1	0.3	1	0.3
Poor	17	5.7	18	6.1
Fair	73	24.7	91	30.7
Good	128	43.2	219	74.0
Excellent	77	26.0	296	100.0

Program: Quality of Materials

MF11C5	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Poor	27	9.1	27	9.1
Fair	81	27.3	108	36.4
Good	142	47.8	250	84.2
Excellent	47	15.8	297	100.0

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

AICS

Program: Scheduling of Classes

MF11C6	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Poor	32	10.8	32	10.8
Fair	78	26.3	110	37.0
Good	132	44.4	242	81.5
Excellent	55	18.5	297	100.0

Program: Interaction with Students

MF11C7	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Poor	7	2.4	7	2.4
Fair	34	11.4	41	13.8
Good	137	46.1	178	59.9
Excellent	119	40.1	297	100.0

Program: Pace of Course Work

MF11C8	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	1	.	.	.
NA	1	0.3	1	0.3
Poor	17	5.7	18	6.1
Fair	58	19.6	76	25.7
Good	166	56.1	242	81.8
Excellent	54	18.2	296	100.0

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

AICS

Program: Relevance of Course Work

MF11C9	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	2	.	.	.
NA	3	1.0	3	1.0
Poor	8	2.7	11	3.7
Fair	68	23.1	79	26.8
Good	144	48.8	223	75.6
Excellent	72	24.4	295	100.0

Facilities: Quality

MF11D10	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Poor	33	11.1	33	11.1
Fair	93	31.3	126	42.4
Good	115	38.7	241	81.1
Excellent	56	18.9	297	100.0

Facilities: Equipment

MF11D11	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
NA	3	1.0	3	1.0
Poor	36	12.1	39	13.1
Fair	81	27.3	120	40.4
Good	124	41.8	244	82.2
Excellent	53	17.8	297	100.0

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

AICS

Facilities: Labs

MF11D12	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	1	.	.	.
NA	17	5.7	17	5.7
Poor	34	11.5	51	17.2
Fair	84	28.4	135	45.6
Good	114	38.5	249	84.1
Excellent	47	15.9	296	100.0

Facilities: Computers

MF11D13	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	1	.	.	.
NA	16	5.4	16	5.4
Poor	43	14.5	59	19.9
Fair	68	23.0	127	42.9
Good	110	37.2	237	80.1
Excellent	59	19.9	296	100.0

Placement: Preparation

MF11E14	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	10	.	.	.
NA	84	29.3	84	29.3
Poor	33	11.5	117	40.8
Fair	35	12.2	152	53.0
Good	81	28.2	233	81.2
Excellent	54	18.8	287	100.0

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

AICS

Placement: Counseling

MF11E15	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	11	.	.	.
NA	90	31.5	90	31.5
Poor	42	14.7	132	46.2
Fair	45	15.7	177	61.9
Good	67	23.4	244	85.3
Excellent	42	14.7	286	100.0

Placement: Referrals/Leads

MF11E16	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	12	.	.	.
NA	94	33.0	94	33.0
Poor	51	17.9	145	50.9
Fair	51	17.9	196	68.8
Good	53	18.6	249	87.4
Excellent	36	12.6	285	100.0

Placement: Need/Use?

MF11E17	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	31	.	.	.
Yes	121	45.5	121	45.5
No	145	54.5	266	100.0

Would Recommend School to a Friend

MF12	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	6	.	.	.
Yes	165	56.7	165	56.7
No	126	43.3	291	100.0

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

AICS

Now: General Knowledge

MF13_1	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Weaker	1	0.3	1	0.3
No Change	48	16.2	49	16.5
Stronger	183	61.6	232	78.1
Much Stronger	65	21.9	297	100.0

Now: Analytical Skills

MF13_2	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Weaker	1	0.3	1	0.3
No Change	103	34.7	104	35.0
Stronger	160	53.9	264	88.9
Much Stronger	33	11.1	297	100.0

Now: Knowledge of Field

MF13_3	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Weaker	1	0.3	1	0.3
No Change	31	10.4	32	10.8
Stronger	160	53.9	192	64.6
Much Stronger	105	35.4	297	100.0

Now: Ability to Speak and Write Clearly

MF13_4	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Weaker	1	0.3	1	0.3
No Change	125	42.1	126	42.4
Stronger	126	42.4	252	84.8
Much Stronger	45	15.2	297	100.0

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

AICS

Now: Understand Ethical Issues

MF13_5	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	2	.	.	.
Weaker	2	0.7	2	0.7
No Change	166	56.3	168	56.9
Stronger	98	33.2	266	90.2
Much Stronger	29	9.8	295	100.0

Now: Concern about Financial Security

MF13_6	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Much Weaker	3	1.0	3	1.0
Weaker	14	4.7	17	5.7
No Change	121	40.7	138	46.5
Stronger	94	31.6	232	78.1
Much Stronger	65	21.9	297	100.0

Now: Leadership Abilities

MF13_7	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Weaker	2	0.7	2	0.7
No Change	136	45.8	138	46.5
Stronger	116	39.1	254	85.5
Much Stronger	43	14.5	297	100.0

Now: Ability to Work Independently

MF13_8	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Weaker	1	0.3	1	0.3
No Change	115	38.7	116	39.1
Stronger	105	35.4	221	74.4
Much Stronger	76	25.6	297	100.0

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

AICS

Now: Interpersonal Skills

MF13_9	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Change	118	39.7	118	39.7
Stronger	118	39.7	236	79.5
Much Stronger	61	20.5	297	100.0

Now: Cultural Awareness

MF13_10	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	1	.	.	.
Weaker	1	0.3	1	0.3
No Change	171	57.8	172	58.1
Stronger	95	32.1	267	90.2
Much Stronger	29	9.8	296	100.0

Now: Career Committment

MF13_11	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Much Weaker	5	1.7	5	1.7
Weaker	17	5.7	22	7.4
No Change	68	22.9	90	30.3
Stronger	126	42.4	216	72.7
Much Stronger	81	27.3	297	100.0

Now: Tolerance

MF13_12	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Weaker	2	0.7	2	0.7
No Change	165	55.6	167	56.2
Stronger	98	33.0	265	89.2
Much Stronger	32	10.8	297	100.0

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

AICS

Now: Academic Confidence

MF13_13	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Much Weaker	2	0.7	2	0.7
Weaker	5	1.7	7	2.4
No Change	71	23.9	78	26.3
Stronger	140	47.1	218	73.4
Much Stronger	79	26.6	297	100.0

Now: Motivation for Further Education

MF13_14	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	1	.	.	.
Much Weaker	6	2.0	6	2.0
Weaker	14	4.7	20	6.8
No Change	80	27.0	100	33.8
Stronger	106	35.8	206	69.6
Much Stronger	90	30.4	296	100.0

Appendix C:

Trade/Technical Student Norms

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

NATTS

Graduated from Program

MF1A	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No	124	29.4	124	29.4
Yes	298	70.6	422	100.0

Enrolled at Another Institution

MF1A1	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	400	.	.	.
Yes	22	100.0	22	100.0

Why Enrolled at Another Institution?

MF1A2	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	400	.	.	.
Changed Plans	2	9.1	2	9.1
Needed Training	20	90.9	22	100.0

Remained Enrolled in Same School

MF1B	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No	346	82.0	346	82.0
Yes	76	18.0	422	100.0

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

NATTS

Transferred to Another Institution

MF1C	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No	411	97.4	411	97.4
Yes	11	2.6	422	100.0

Reason Transferred

MF1CA	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	411	.	.	.
Changed Career	4	36.4	4	36.4
Not Challenged	2	18.2	6	54.5
Atmosphere	3	27.3	9	81.8
Not Doing Well	2	18.2	11	100.0

Withdrawn

MF1D	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No	396	93.8	396	93.8
Yes	26	6.2	422	100.0

Why Withdrawn

MF1DA	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	396	.	.	.
Changed Career	4	15.4	4	15.4
Good Job Offer	4	15.4	8	30.8
Personal Probs	4	15.4	12	46.2
Financial Probs	8	30.8	20	76.9
Not Doing Well	1	3.8	21	80.8
Not upto Expect	5	19.2	26	100.0

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

NATTS

Taken A Leave of Absence

MF1E	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No	412	97.6	412	97.6
Yes	10	2.4	422	100.0

Currently Employed

MF2	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	2	.	.	.
Full Time	300	71.4	300	71.4
Part Time	58	13.8	358	85.2
Self-Employed	7	1.7	365	86.9
Not Employed	55	13.1	420	100.0

How Many Jobs since Left College

MF3	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	85	.	.	.
1	221	65.6	221	65.6
2	89	26.4	310	92.0
3	21	6.2	331	98.2
4 Or More	6	1.8	337	100.0

119

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

NATTS

Before Tax Monthly Earnings

MF4	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	68	.	.	.
< $625	49	13.8	49	13.8
$625 - $924	72	20.3	121	34.2
$925 - $1,224	68	19.2	189	53.4
$1,225 - $1,524	64	18.1	253	71.5
$1,525 - $1,824	45	12.7	298	84.2
$1,825 - $2,124	32	9.0	330	93.2
$2,125 - $2,424	16	4.5	346	97.7
$2,425 Or More	8	2.3	354	100.0

How Related Program to Employment

MF5	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	41	.	.	.
Not Related	95	24.9	95	24.9
1	9	2.4	104	27.3
2	12	3.1	116	30.4
3	15	3.9	131	34.4
4	16	4.2	147	38.6
5	18	4.7	165	43.3
6	12	3.1	177	46.5
7	23	6.0	200	52.5
8	32	8.4	232	60.9
9	26	6.8	258	67.7
Totally Related	123	32.3	381	100.0

Grade Average in 1990

MF6	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	4	.	.	.
A Or 4	190	45.5	190	45.5
B Or 3	197	47.1	387	92.6
C Or 2	29	6.9	416	99.5
< C Or 2	2	0.5	418	100.0

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

NATTS

Either Parent Self-Employed

MF7	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	10	.	.	.
Yes	102	24.8	102	24.8
No	310	75.2	412	100.0

Changed Employers

MF8_1	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No	268	63.5	268	63.5
Yes	154	36.5	422	100.0

Been Promoted

MF8_2	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No	331	78.4	331	78.4
Yes	91	21.6	422	100.0

Changed Jobs with Same Employer

MF8_3	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No	368	87.2	368	87.2
Yes	54	12.8	422	100.0

123

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

NATTS

Changed Industry

MF8_4	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No	356	84.4	356	84.4
Yes	66	15.6	422	100.0

Received On-The-Job Training

MF8_5	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No	257	60.9	257	60.9
Yes	165	39.1	422	100.0

Received Classroom Training

MF8_6	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No	321	76.1	321	76.1
Yes	101	23.9	422	100.0

Received a Pay Raise

MF8_7	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No	201	47.6	201	47.6
Yes	221	52.4	422	100.0

Been Unemployed

MF8_8	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No	302	71.6	302	71.6
Yes	120	28.4	422	100.0

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

NATTS

Obtained License or Certification

MF9	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	130	.	.	.
Yes	96	32.9	96	32.9
No	196	67.1	292	100.0

Enrolled in Day/Evening Program

MF10	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	8	.	.	.
Day	313	75.6	313	75.6
Evening	101	24.4	414	100.0

Admissions: Completeness and Accuracy

MF11A1	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	2	.	.	.
NA	7	1.7	7	1.7
Poor	36	8.6	43	10.2
Fair	100	23.8	143	34.0
Good	201	47.9	344	81.9
Excellent	76	18.1	420	100.0

Financial Aid: Helpfulness

MF11B2	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	4	.	.	.
NA	69	16.5	69	16.5
Poor	59	14.1	128	30.6
Fair	75	17.9	203	48.6
Good	107	25.6	310	74.2
Excellent	108	25.8	418	100.0

BEST COPY AVAILABLE

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

NATTS

Program: Orientation

MF11C3	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	2	.	.	.
NA	12	2.9	12	2.9
Poor	9	2.1	21	5.0
Fair	92	21.9	113	26.9
Good	222	52.9	335	79.8
Excellent	85	20.2	420	100.0

Program: Quality of Teaching

MF11C4	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	2	.	.	.
Poor	14	3.3	14	3.3
Fair	66	15.7	80	19.0
Good	216	51.4	296	70.5
Excellent	124	29.5	420	100.0

Program: Quality of Materials

MF11C5	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	4	.	.	.
NA	1	0.2	1	0.2
Poor	27	6.5	28	6.7
Fair	78	18.7	106	25.4
Good	223	53.3	329	78.7
Excellent	89	21.3	418	100.0

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

NATTS

Program: Scheduling of Classes

MF11C6	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	3	.	.	.
NA	1	0.2	1	0.2
Poor	15	3.6	16	3.8
Fair	73	17.4	89	21.2
Good	208	49.6	297	70.9
Excellent	122	29.1	419	100.0

Program: Interaction with Students

MF11C7	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	4	.	.	.
NA	1	0.2	1	0.2
Poor	5	1.2	6	1.4
Fair	36	8.6	42	10.0
Good	166	39.7	208	49.8
Excellent	210	50.2	418	100.0

Program: Pace of Course Work

MF11C8	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	1	.	.	.
Poor	23	5.5	23	5.5
Fair	64	15.2	87	20.7
Good	228	54.2	315	74.8
Excellent	106	25.2	421	100.0

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

NATTS

Program: Relevance of Course Work

MF11C9	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	4	.	.	.
NA	3	0.7	3	0.7
Poor	6	1.4	9	2.2
Fair	62	14.8	71	17.0
Good	212	50.7	283	67.7
Excellent	135	32.3	418	100.0

Facilities: Quality

MF11D10	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Poor	27	6.4	27	6.4
Fair	97	23.0	124	29.4
Good	227	53.8	351	83.2
Excellent	71	16.8	422	100.0

Facilities: Equipment

MF11D11	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	2	.	.	.
NA	2	0.5	2	0.5
Poor	26	6.2	28	6.7
Fair	115	27.4	143	34.0
Good	188	44.8	331	78.8
Excellent	89	21.2	420	100.0

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

NATTS

Facilities: Labs

MF11D12	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
NA	11	2.6	11	2.6
Poor	28	6.6	39	9.2
Fair	93	22.0	132	31.3
Good	203	48.1	335	79.4
Excellent	87	20.6	422	100.0

Facilities: Computers

MF11D13	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	2	.	.	.
NA	80	19.0	80	19.0
Poor	47	11.2	127	30.2
Fair	87	20.7	214	51.0
Good	123	29.3	337	80.2
Excellent	83	19.8	420	100.0

Placement: Preparation

MF11E14	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	6	.	.	.
NA	94	22.6	94	22.6
Poor	54	13.0	148	35.6
Fair	59	14.2	207	49.8
Good	134	32.2	341	82.0
Excellent	75	18.0	416	100.0

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

NATTS

Placement: Counseling

MF11E15	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	7	.	.	.
NA	117	28.2	117	28.2
Poor	70	16.9	187	45.1
Fair	71	17.1	258	62.2
Good	100	24.1	358	86.3
Excellent	57	13.7	415	100.0

Placement: Referrals/Leads

MF11E16	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	8	.	.	.
NA	109	26.3	109	26.3
Poor	72	17.4	181	43.7
Fair	75	18.1	256	61.8
Good	89	21.5	345	83.3
Excellent	69	16.7	414	100.0

Placement: Need/Use?

MF11E17	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	37	.	.	.
Yes	213	55.3	213	55.3
No	172	44.7	385	100.0

Would Recommend School to a Friend

MF12	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	25	.	.	.
Yes	296	74.6	296	74.6
No	101	25.4	397	100.0

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

NATTS

Now: General Knowledge

MF13_1	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	3	.	.	.
Weaker	1	0.2	1	0.2
No Change	48	11.5	49	11.7
Stronger	235	56.1	284	67.8
Much Stronger	135	32.2	419	100.0

Now: Analytical Skills

MF13_2	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	3	.	.	.
Much Weaker	1	0.2	1	0.2
Weaker	3	0.7	4	1.0
No Change	110	26.3	114	27.2
Stronger	217	51.8	331	79.0
Much Stronger	88	21.0	419	100.0

Now: Knowledge of Field

MF13_3	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	2	.	.	.
Weaker	1	0.2	1	0.2
No Change	36	8.6	37	8.8
Stronger	215	51.2	252	60.0
Much Stronger	168	40.0	420	100.0

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

NATTS

Now: Ability to Speak and Write Clearly

MF13_4	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	1	.	.	.
Weaker	3	0.7	3	0.7
No Change	213	50.6	216	51.3
Stronger	152	36.1	368	87.4
Much Stronger	53	12.6	421	100.0

Now: Understand Ethical Issues

MF13_5	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	4	.	.	.
Weaker	4	1.0	4	1.0
No Change	231	55.3	235	56.2
Stronger	152	36.4	387	92.6
Much Stronger	31	7.4	418	100.0

Now: Concern about Financial Security

MF13_6	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	3	.	.	.
Much Weaker	4	1.0	4	1.0
Weaker	27	6.4	31	7.4
No Change	158	37.7	189	45.1
Stronger	141	33.7	330	78.8
Much Stronger	89	21.2	419	100.0

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

NATTS

Now: Leadership Abilities

MF13_7	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	1	.	.	.
Weaker	4	1.0	4	1.0
No Change	201	47.7	205	48.7
Stronger	164	39.0	369	87.6
Much Stronger	52	12.4	421	100.0

Now: Ability to Work Independently

MF13_8	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	1	.	.	.
Weaker	3	0.7	3	0.7
No Change	172	40.9	175	41.6
Stronger	143	34.0	318	75.5
Much Stronger	103	24.5	421	100.0

Now: Interpersonal Skills

MF13_9	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	2	.	.	.
Weaker	3	0.7	3	0.7
No Change	179	42.6	182	43.3
Stronger	178	42.4	360	85.7
Much Stronger	60	14.3	420	100.0

BEST COPY AVAILABLE

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

NATTS

Now: Cultural Awareness

MF13_10	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	2	.	.	.
Much Weaker	1	0.2	1	0.2
Weaker	4	1.0	5	1.2
No Change	256	61.0	261	62.1
Stronger	114	27.1	375	89.3
Much Stronger	45	10.7	420	100.0

Now: Career Committment

MF13_11	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	2	.	.	.
Much Weaker	1	0.2	1	0.2
Weaker	27	6.4	28	6.7
No Change	107	25.5	135	32.1
Stronger	161	38.3	296	70.5
Much Stronger	124	29.5	420	100.0

Now: Tolerance

MF13_12	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	1	.	.	.
Weaker	7	1.7	7	1.7
No Change	236	56.1	243	57.7
Stronger	129	30.6	372	88.4
Much Stronger	49	11.6	421	100.0

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

NATTS

Now: Academic Confidence

MF13_13	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	2	.	.	.
Much Weaker	3	0.7	3	0.7
Weaker	9	2.1	12	2.9
No Change	90	21.4	102	24.3
Stronger	196	46.7	298	71.0
Much Stronger	122	29.0	420	100.0

Now: Motivation for Further Education

MF13_14	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	2	.	.	.
Much Weaker	9	2.1	9	2.1
Weaker	21	5.0	30	7.1
No Change	92	21.9	122	29.0
Stronger	157	37.4	279	66.4
Much Stronger	141	33.6	420	100.0

Appendix D:

Cosmetology Student Norms

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

NACCAS

Graduated from Program

MF1A	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No	5	8.2	5	8.2
Yes	56	91.8	61	100.0

Enrolled at Another Institution

MF1A1	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	55	.	.	.
Yes	6	100.0	6	100.0

Why Enrolled at Another Institution?

MF1A2	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	55	.	.	.
Changed Plans	5	83.3	5	83.3
Needed Training	1	16.7	6	100.0

Remained Enrolled in Same School

MF1B	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No	61	100.0	61	100.0

Transferred to Another Institution

MF1C	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No	61	100.0	61	100.0

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

NACCAS

Reason Transferred

MF1CA	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	61	.	.	.

Withdrawn

MF1D	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No	56	91.8	56	91.8
Yes	5	8.2	61	100.0

Why Withdrawn

MF1DA	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	56	.	.	.
Changed Career	1	20.0	1	20.0
Personal Probs	3	60.0	4	80.0
Financial Probs	1	20.0	5	100.0

Taken A Leave of Absence

MF1E	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No	61	100.0	61	100.0

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

NACCAS

Currently Employed

MF2	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	1	.	.	.
Full Time	46	76.7	46	76.7
Part Time	10	16.7	56	93.3
Not Employed	4	6.7	60	100.0

How Many Jobs since Left College

MF3	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	5	.	.	.
1	30	53.6	30	53.6
2	17	30.4	47	83.9
3	8	14.3	55	98.2
4 Or More	1	1.8	56	100.0

Before Tax Monthly Earnings

MF4	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	6	.	.	.
< $625	20	36.4	20	36.4
$625 - $924	20	36.4	40	72.7
$925 - $1,224	12	21.8	52	94.5
$1,825 - $2,124	2	3.6	54	98.2
$2,125 - $2,424	1	1.8	55	100.0

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

NACCAS

How Related Program to Employment

MF5	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Not Related	8	13.1	8	13.1
2	1	1.6	9	14.8
4	1	1.6	10	16.4
7	1	1.6	11	18.0
8	3	4.9	14	23.0
9	4	6.6	18	29.5
Totally Related	43	70.5	61	100.0

Grade Average in 1990

MF6	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
A Or 4	37	60.7	37	60.7
B Or 3	23	37.7	60	98.4
C Or 2	1	1.6	61	100.0

Either Parent Self-Employed

MF7	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Yes	26	42.6	26	42.6
No	35	57.4	61	100.0

Changed Employers

MF8_1	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No	30	49.2	30	49.2
Yes	31	50.8	61	100.0

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

NACCAS

Been Promoted

MF8_2	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No	49	80.3	49	80.3
Yes	12	19.7	61	100.0

Changed Jobs with Same Employer

MF8_3	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No	57	93.4	57	93.4
Yes	4	6.6	61	100.0

Changed Industry

MF8_4	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No	55	90.2	55	90.2
Yes	6	9.8	61	100.0

Received On-The-Job Training

MF8_5	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No	23	37.7	23	37.7
Yes	38	62.3	61	100.0

Received Classroom Training

MF8_6	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No	37	60.7	37	60.7
Yes	24	39.3	61	100.0

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

NACCAS

Received a Pay Raise

MF8_7	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No	34	55.7	34	55.7
Yes	27	44.3	61	100.0

Been Unemployed

MF8_8	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No	45	73.8	45	73.8
Yes	16	26.2	61	100.0

Obtained License or Certification

MF9	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Yes	52	85.2	52	85.2
No	9	14.8	61	100.0

Enrolled in Day/Evening Program

MF10	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	1	.	.	.
Day	57	95.0	57	95.0
Evening	3	5.0	60	100.0

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

NACCAS

Admissions: Completeness and Accuracy

MF11A1	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Poor	8	13.1	8	13.1
Fair	11	18.0	19	31.1
Good	20	32.8	39	63.9
Excellent	22	36.1	61	100.0

Financial Aid: Helpfulness

MF11B2	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	1	.	.	.
NA	5	8.3	5	8.3
Poor	1	1.7	6	10.0
Fair	10	16.7	16	26.7
Good	21	35.0	37	61.7
Excellent	23	38.3	60	100.0

Program: Orientation

MF11C3	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
NA	1	1.6	1	1.6
Poor	2	3.3	3	4.9
Fair	5	8.2	8	13.1
Good	27	44.3	35	57.4
Excellent	26	42.6	61	100.0

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

NACCAS

Program: Quality of Teaching

MF11C4	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Poor	3	4.9	3	4.9
Fair	10	16.4	13	21.3
Good	25	41.0	38	62.3
Excellent	23	37.7	61	100.0

Program: Quality of Materials

MF11C5	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Poor	3	4.9	3	4.9
Fair	9	14.8	12	19.7
Good	29	47.5	41	67.2
Excellent	20	32.8	61	100.0

Program: Scheduling of Classes

MF11C6	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Poor	2	3.3	2	3.3
Fair	13	21.3	15	24.6
Good	27	44.3	42	68.9
Excellent	19	31.1	61	100.0

Program: Interaction with Students

MF11C7	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Poor	1	1.6	1	1.6
Fair	10	16.4	11	18.0
Good	23	37.7	34	55.7
Excellent	27	44.3	61	100.0

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

NACCAS

Program: Pace of Course Work

MF11C8	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Poor	3	4.9	3	4.9
Fair	14	23.0	17	27.9
Good	22	36.1	39	63.9
Excellent	22	36.1	61	100.0

Program: Relevance of Course Work

MF11C9	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	1	.	.	.
Poor	3	5.0	3	5.0
Fair	6	10.0	9	15.0
Good	29	48.3	38	63.3
Excellent	22	36.7	60	100.0

Facilities: Quality

MF11D10	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Poor	4	6.6	4	6.6
Fair	7	11.5	11	18.0
Good	26	42.6	37	60.7
Excellent	24	39.3	61	100.0

Facilities: Equipment

MF11D11	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Poor	4	6.6	4	6.6
Fair	11	18.0	15	24.6
Good	22	36.1	37	60.7
Excellent	24	39.3	61	100.0

BEST COPY AVAILABLE

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

NACCAS

Facilities: Labs

MF11D12	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
NA	2	3.3	2	3.3
Poor	2	3.3	4	6.6
Fair	12	19.7	16	26.2
Good	22	36.1	38	62.3
Excellent	23	37.7	61	100.0

Facilities: Computers

MF11D13	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	2	.	.	.
NA	24	40.7	24	40.7
Poor	6	10.2	30	50.8
Fair	12	20.3	42	71.2
Good	10	16.9	52	88.1
Excellent	7	11.9	59	100.0

Placement: Preparation

MF11E14	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
NA	4	6.6	4	6.6
Poor	12	19.7	16	26.2
Fair	7	11.5	23	37.7
Good	20	32.8	43	70.5
Excellent	18	29.5	61	100.0

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

NACCAS

Placement: Counseling

MF11E15	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
NA	10	16.4	10	16.4
Poor	13	21.3	23	37.7
Fair	12	19.7	35	57.4
Good	14	23.0	49	80.3
Excellent	12	19.7	61	100.0

Placement: Referrals/Leads

MF11E16	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
NA	9	14.8	9	14.8
Poor	7	11.5	16	26.2
Fair	13	21.3	29	47.5
Good	18	29.5	47	77.0
Excellent	14	23.0	61	100.0

Placement: Need/Use?

MF11E17	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	2	.	.	.
Yes	18	30.5	18	30.5
No	41	69.5	59	100.0

Would Recommend School to a Friend

MF12	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	2	.	.	.
Yes	47	79.7	47	79.7
No	12	20.3	59	100.0

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

NACCAS

Now: General Knowledge

MF13_1	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Weaker	3	4.9	3	4.9
No Change	4	6.6	7	11.5
Stronger	21	34.4	28	45.9
Much Stronger	33	54.1	61	100.0

Now: Analytical Skills

MF13_2	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Weaker	1	1.6	1	1.6
No Change	20	32.8	21	34.4
Stronger	23	37.7	44	72.1
Much Stronger	17	27.9	61	100.0

Now: Knowledge of Field

MF13_3	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Change	3	4.9	3	4.9
Stronger	24	39.3	27	44.3
Much Stronger	34	55.7	61	100.0

Now: Ability to Speak and Write Clearly

MF13_4	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Response	1	.	.	.
Weaker	1	1.7	1	1.7
No Change	33	55.0	34	56.7
Stronger	16	26.7	50	83.3
Much Stronger	10	16.7	60	100.0

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

NACCAS

Now: Understand Ethical Issues

MF13_5	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Change	29	47.5	29	47.5
Stronger	21	34.4	50	82.0
Much Stronger	11	18.0	61	100.0

Now: Concern about Financial Security

MF13_6	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Weaker	1	1.6	1	1.6
No Change	14	23.0	15	24.6
Stronger	28	45.9	43	70.5
Much Stronger	18	29.5	61	100.0

Now: Leadership Abilities

MF13_7	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Change	18	29.5	18	29.5
Stronger	24	39.3	42	68.9
Much Stronger	19	31.1	61	100.0

Now: Ability to Work Independently

MF13_8	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Change	15	24.6	15	24.6
Stronger	18	29.5	33	54.1
Much Stronger	28	45.9	61	100.0

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

NACCAS

Now: Interpersonal Skills

MF13_9	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Change	16	26.2	16	26.2
Stronger	26	42.6	42	68.9
Much Stronger	19	31.1	61	100.0

Now: Cultural Awareness

MF13_10	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Change	23	37.7	23	37.7
Stronger	23	37.7	46	75.4
Much Stronger	15	24.6	61	100.0

Now: Career Committment

MF13_11	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Weaker	1	1.6	1	1.6
No Change	15	24.6	16	26.2
Stronger	21	34.4	37	60.7
Much Stronger	24	39.3	61	100.0

Now: Tolerance

MF13_12	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Change	15	24.6	15	24.6
Stronger	23	37.7	38	62.3
Much Stronger	23	37.7	61	100.0

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS

Student Follow-Up Questionnaire, 1991
Questionnaire Items

NACCAS

Now: Academic Confidence

MF13_13	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No Change	17	27.9	17	27.9
Stronger	19	31.1	36	59.0
Much Stronger	25	41.0	61	100.0

Now: Motivation for Further Education

MF13_14	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Weaker	1	1.6	1	1.6
No Change	13	21.3	14	23.0
Stronger	15	24.6	29	47.5
Much Stronger	32	52.5	61	100.0

Appendix E:

Questionnaire

Minnesota Association of Private Postsecondary Schools

MINNESOTA ASSOCIATION OF PRIVATE POSTSECONDARY SCHOOLS
Student Follow-Up Questionnaire, 1991

Dear Student:

This questionnaire is part of a statewide study of private career schools sponsored by the Minnesota Association of Private Postsecondary Schools and your school. Training Research Corporation of Santa Monica, California will process all the information from the questionnaire. Your responses will be held in the strictest professional confidence.

Sincerely,

Richard W. Moore, Project Director

_____

Q# 1. Since the time you were a student in January 1990 have you: (choose one only: A, B, C, D or E)

__ **A.) Graduated** from that program? If so,

When did you complete?
____ (mo) ____ (yr) (Go to A.1)

A.1 Have you, since graduating, enrolled at another institution or college?

__ (no) (Go to Q# 2)
__ (yes) (Go to A.2)

A.2 Why did you enroll at another institution or college? (Select MOST important only)

__ 1. Changed my career plans (Go to Q# 2)
__ 2. Needed additional training (Go to Q# 2)

__ **B.) Remained enrolled** in same school.

__ **C.) Transferred** to another institution or college?

Why? (Select most important ONE only)
__1. Changed my career plans
__2. Didn't feel like I "fit in at my first college"
__3. I wasn't challenged by my coursework
__4. Wanted better school atmosphere
__5. Wanted to be closer to home
__6. Lower cost
__7. Wasn't doing as well academically as I had expected

__ **D.) Withdrawn?**

Why? (Select most important ONE only)
__1. Changed my career plans
__2. Wasn't challenged by the coursework
__3. Wanted to be closer to home
__4. Had good job offer
__5. Personal/family problems
__6. Financial problems
__7. Wasn't doing as well academically as I had expected
__8. School did not meet my expectations

__ **E.) Taken a leave of absence?**

Q# 2. Are you currently employed:

__1. Full time? (30 hours a week or more)
__2. Part time? (1-29 hours)
__3. Self-employed?
__4. Not employed? (Go to Q# 5)

Q# 3. How many jobs, including self-employment, have you had since you left the college?

__1.
__2.
__3.
__4 or more.

Q# 4. What are your typical before tax monthly earnings?

__1. Less than $625
__2. $625 - $924
__3. $925 - $1,224
__4. $1,225 - $1,524
__5. $1,525 - $1,824
__6. $1,825 - $2,124
__7. $2,125 - $2,424
__8. $2,425 or more

Q# 5. If you are currently employed or have been employed since leaving the college, how related is/was your job to the program you were enrolled in? (Circle the number on the scale which indicates how related your job is/was.)

(not related) 0 1 2 3 4 5 6 7 8 9 10 (totally related)

Q# 6. Mark the ONE that best describes your grade average at the school you attended in 1990.

__1. A or 4
__2. B or 3
__3. C or 2
__4. Less than C or 2

Q# 7. Were either of your parents self-employed?

__ yes __ no

Q# 8. At any time since January 1990, have you: (Check ALL that apply)

__1. Changed employers
__2. Been promoted
__3. Changed jobs with same employer
__4. Changed industry
__5. Received on-the-job training
__6. Received classroom training
__7. Received a pay raise
__8. Been unemployed

Q# 9. If your program was intended to prepare you for a state license or certification have you obtained license or certification?

__ yes __ no

Q# 10. In January 1990 were you enrolled in a (Select only ONE):

__1. Day program

__2. Evening program

Q# 11. Looking back at your experience at the school in which you were enrolled in 1990, how do you rate the following items? Indicate by circling the appropriate number. If you don't have enough information to answer please circle "NA."

	Excellent	Good	Fair	Poor	NA
A. ADMISSIONS					
1. Completeness and accuracy of information in the admissions process	4	3	2	1	NA
B. FINANCIAL AID					
2. Helpfulness of financial aid office	4	3	2	1	NA
C. PROGRAM/COURSE OF STUDY					
3. Orientation	4	3	2	1	NA
4. Quality of teaching	4	3	2	1	NA
5. Quality of instructional materials	4	3	2	1	NA
6. Scheduling of classes	4	3	2	1	NA
7. Interaction with fellow students	4	3	2	1	NA
8. Pace of course work	4	3	2	1	NA
9. Relevance of course work	4	3	2	1	NA
D. SCHOOL FACILITIES					
10. Quality of facilities	4	3	2	1	NA
11. Instructional equipment	4	3	2	1	NA
12. Instructional labs	4	3	2	1	NA
13. Computer equipment	4	3	2	1	NA
E. JOB PLACEMENT ASSISTANCE					
14. Job search preparation	4	3	2	1	NA
15. Placement counseling	4	3	2	1	NA
16. Job referrals/leads	4	3	2	1	NA
17. Did you need/use job placement?	___ yes	___ no			

Q# 12. Would you recommend this school to a friend?

__yes __no

Q# 13. Compared with when you entered the school you were enrolled in 1990, how would you describe yourself NOW:

	Much Stronger	Stronger	No Change	Weaker	Much Weaker
1. General knowledge	5	4	3	2	1
2. Analytical and problem-solving skills	5	4	3	2	1
3. Knowledge of a particular field or discipline	5	4	3	2	1
4. Ability to speak and write clearly	5	4	3	2	1
5. Understanding of ethical issues	5	4	3	2	1
6. Concern about financial security	5	4	3	2	1
7. Leadership abilities	5	4	3	2	1
8. Ability to work independently	5	4	3	2	1
9. Interpersonal skills	5	4	3	2	1
10. Cultural awareness and appreciation	5	4	3	2	1
11. Commitment to a specific career	5	4	3	2	1
12. Tolerance of persons with different beliefs	5	4	3	2	1
13. Confidence in your academic abilities	5	4	3	2	1
14. Motivation for further education	5	4	3	2	1

Thank you for your help. Please return this questionnaire in the envelope provided today. Your responses will help the private career schools of Minnesota meet the needs of their students. All responses are confidential.